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ABSTRACT

This report presents the strategic plan for Pensacola Junior College (PJC), in Florida, for the 5-year period from 1993-94 to 1997-98, describing college planning processes and goals for the period. Following a list of strategic planning committee members, PJC's philosophy and mission and the state mission for community colleges are presented and 11 strategic goals for the period are listed. Next, an introduction to the planning process and a description of the approach used in the process is presented and an analysis of internal and external features is provided, focusing on major institutional strengths, weaknesses, opportunities, and possible threats to the attainment of institutional goals. Following a list of 12 planning assumptions, the 5-year plan is presented, a detailed description of corresponding activities or objectives associated with the college's 11 strategic goals. The annual process for monitoring and updating the strategic plan is then examined. The report concludes with a discussion of the role of faculty in strategic planning, the importance of providing clear guidelines to individual campuses, and the need to increase the emphasis placed on research and evaluation to provide a firm base for decision making. A list of major initiatives from PJC's previous 5-year strategic plan is attached. (TGI)

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ED 397 866

PENSACOLA JUNIOR COLLEGE

STRATEGIC PLAN
1993/94 - 1997/98

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August 31, 1994

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JC 960 459

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P E N S A C O L A J U N I O R C O L L E G E

S T R A T E G I C P L A N

1993/94 - 1997/98

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STRATEGIC PLANNING COMMITTEE
1992-1993

Dr. H. E. Hartsell	President
Dr. Charles Atwell	Executive Vice President
Dr. Richard Bedics	Provost, Pensacola Campus
Mr. Earl Berry	Faculty Representative
Dr. James Blackwell, Chairman	Vice President for Planning and Administration
Dr. Isaac Brigham	Associate Vice President of Student Affairs
Dr. James Caruthers	Resource Development
Dr. Denton Coker	District Board of Trustees Member
Ms. Jackie Edwards	Career Service Representative
Dr. Ben Findley	Director, Human Resources Management
Ms. Edith Fox	Career Service Representative
Dr. Martin Gonzalez	Department Head, Business
Mr. Tom Heffernan	Director, Maintenance and Plant Operations
Dr. Aaron James	Department Head, Business, Computer Science and Related Technologies, Warrington Campus
Ms. Janet Levins	Faculty Representative
Mr. Ned Mayo	Faculty Representative
Dr. Marshall McLeod	Director, Institutional Research and Effectiveness
Ms. Margie Moore	Community Representative
Ms. Carolyn Phillips	Executive Director, Information and Telecommunications Systems
Dr. Donn Peery	Provost, Community Programs
Ms. Sharon Pitts	Career Service Representative
Dr. Betsy Smith	Provost, Warrington Campus
Dr. Rod Smith	Faculty Representative
Dr. Ann Southerland	District Dean of Vocational Education/SPD
Dr. Rand Spiwak	Vice President, Business Affairs
Mr. David Sutton	Coordinator, Military Programs
Dr. Jill White	Associate Vice President for Curriculum and Instruction
Ms. Sharon Williams	Career Service Representative
Ms. Courtney Winstead	Student Services Director, Warrington Campus
Mr. Darryl Wise	Student Representative
Dr. Doug Worley	Provost, Milton Campus

PHILOSOPHY AND MISSION OF PENSACOLA JUNIOR COLLEGE

Philosophy

Pensacola Junior College is a student-centered, comprehensive community college dedicated to providing educational opportunities that develop the personal, academic, career, and aesthetic capabilities of individuals so that they may achieve self-fulfillment and participate fully and positively in a democratic society.

Furthermore, the College promotes lifelong learning to meet the challenges of a changing world, strives for equity in access and in the learning process for each individual regardless of race, sex, religion, age, or disability, and provides quality educational programs and services that embrace high academic standards. Being accountable to its citizens, the College exercises fiscal responsibility manifested by offering services and programs at the lowest possible cost to support the concept of an open door institution.

Pensacola Junior College, as a comprehensive community college, must be many things to many people and must serve the diverse needs of the community now and into an increasingly complex world of the future.

Mission

The mission of Pensacola Junior College is to provide educational opportunities to meet the diverse requirements of all students in preparing for, and continuing with, lifetime education in career training and intellectual fulfillment. College credit courses and Associate of Arts degree programs at the freshman and sophomore levels prepare students for entry at the university junior level.

Associate of Science degree programs and vocational certificate programs are offered to students in technical areas to train for career entry and for limited transfer opportunities. Community services, courses, and programs in continuing education supply individuals and groups with particular needs and interests, whether credit or non-credit, as a lifelong learning endeavor.

The College serves those students not prepared to enter college level programs by providing adult basic education programs, developmental programs, and adult high school programs. The

economic development of the service area is supported through training and retraining activities in an attempt to attract new industry and expand existing industry. Finally, the College fulfills a commitment to serve as a center for cultural, recreational, leisure, health, and athletic activities for the enrichment of the students and citizens of Escambia and Santa Rosa counties.

STATE MISSION FOR COMMUNITY COLLEGES

The following mission statement for community colleges is taken from Chapter 91-55, Section 240.301 of the Florida Statutes:

(1) State community colleges shall consist of all public educational institutions operated by community college district boards of trustees under statutory authority and rules of the State Board of Education and the State Board of Community Colleges. A community college may be authorized by the State Board of Education to operate a department designated as an area vocational education school. A community college may be authorized by the State Board of Education, or through an agreement with a local school board, to be the designated provider in the service district of adult education services, including adult basic education, adult general education, adult secondary education, and general educational development test instruction. The state community colleges are locally based and governed entities with statutory and funding ties to state government. As such, the community colleges' mission reflects a commitment to be responsive to local educational needs and challenges. In achieving this mission, the colleges strive to maintain sufficient local authority and flexibility while preserving appropriate legal accountability to the state.

(2) As comprehensive institutions, the community colleges shall provide high quality, affordable education and training opportunities, shall foster a climate of excellence, and shall provide opportunities to all while combining high standards with an open-door admission policy. The community colleges shall, as open-access institutions, serve all who can benefit, without regard to age, race, gender, creed, or ethnic or economic background, while emphasizing the achievement of social and educational equity so that all can be prepared for full participation in society.

(3) The primary mission and responsibility of public community colleges is responding to community needs for postsecondary academic education and postsecondary vocational education. This mission and responsibility includes being responsible for:

(a) Providing lower level undergraduate instruction and awarding associate degrees.

(b) Preparing students directly for vocations requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Vocational education in the community college shall consist of postsecondary adult vocational programs leading to certificates, credit courses leading to an associate in science degrees, and other programs in fields requiring substantial academic work, background, or qualifications. A community college may offer vocational programs in fields having lesser academic or technical requirements if it is designated by the State Board of Education as an area vocational school or if such programs are coordinated with the local school district through an agreement with the school board.

(c) Providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and remedial and tutorial services, to ensure student success.

(d) Promoting economic development for the state within each community college district through the provision of special programs, including, but not limited to, the:

1. Enterprise Florida related programs
2. Technology transfer centers.
3. Economic development centers.
4. Work force literacy programs.

(4) A separate and secondary role for community colleges includes the offering of programs in:

(a) Community services which are not directly related to academic or occupational advancement.

(b) Adult precollege education, when authorized.

(c) Recreational and Leisure services.

(5) Funding for community colleges shall reflect their mission as follows:

(a) Postsecondary academic and postsecondary vocational education programs and, when assigned to community college, adult precollege education programs shall have first priority in community college funding.

(b) Community service programs shall be presented to the Legislature with rationale for state funding. The Legislature may identify priority areas for use of these funds.

(6) Community colleges are authorized to offer such programs and courses as are necessary to fulfill their mission and are authorized to grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards, and diplomas. Each community college is also authorized to make provisions for the general educational development examination.

THE PJC STRATEGIC PLAN GOALS
(1993/94 - 1997/98)

During the next five-year period, the theme for strategic planning at Pensacola Junior College is the continuous improvement of the college by illustrating substantial progress toward fulfilling the following strategic goals:

1. To improve each student's academic development and achievement from point of initial contact through completion of each individual's educational goal(s).

2. To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a College-wide basis.

3. To improve educational programs in order to enhance educational excellence.

4. To improve community relationships by continuing to serve educational, cultural, and recreational needs of the citizens of the district.

5. To improve communication with internal constituencies.

6. To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address college issues. This includes improving planning data and institutional research to support the shared management initiative.

7. To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel, and facilities.

8. To improve salaries, fringe benefits, working conditions, professional development, and career mobility of the institution's human resources.

9. To improve student services and student support activities which assist in meeting the social, cultural, career development, and recreational needs of each individual student.

10. To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district.

11. Strengthen the utilization of technology to support contemporary standards and future applications in academic computing technologies, administrative computing systems, and educational telecommunications.

INTRODUCTION: THE PLANNING PROCESS

In 1985, Pensacola Junior College began a major strategic planning effort designed to develop a new five-year plan for the Junior College district, including three campus locations at that time, and to continue planning as part of the institution's decision making process. The Strategic Plan became effective in 1987 and covered the period through 1992. The Plan proved quite successful in keeping strategic issues at the forefront of the institution's efforts to achieve excellence in its many endeavors. With the close of the five-year period, a new Strategic Planning Committee convened to begin the process of meeting new challenges and charting new directions for the institution in the next five-year period (1993/94 - 1997/98).

This activity is designed to be on-going. Annual evaluations of the progress in attaining institutional goals will be monitored and documented. The implementation of the Plan over the next five years will require the involvement of the total College community. Systematic dedication of fiscal resources will be required to support each activity. The continued and successful life of the College depends on every individual faculty member, administrator, professional and career service member supporting the premise that student success is at the heart of each of the goal statements and that the activities which have been chosen will be the focus to guide the College's efforts during the planning period.

THE APPROACH

In October 1992, the Vice President for Planning and Administration convened the Strategic Planning Committee. The Committee consisted of 31 individuals representing all areas of the College's functional units; one member of the District Board of Trustees, one student, and one community representative.

The group began its deliberations with the adoption of a theme of "continuous improvement over the next five-year period within a more shared governance structure." A review of the progress made in fulfilling the goals from the last five-year Plan was then initiated. It was conservatively estimated that approximately 75% of the Plan had been achieved during the previous five years.

The first task attempted by the Committee was a revision of the College's mission statement. After much deliberation, the former mission statement was modified and approved by the Committee. It appears on page 2.

A determination was made to keep the planning model used for the previous cycle, an institutional analysis employing the SWOT model (Strengths, Weaknesses, Opportunities, Threats). These characteristics were examined in depth, some were deleted as no longer applicable, some were retained but modified, some characteristics were added as a result of environmental changes over the last five-year period. Weekly meetings were held to discuss, analyze, and seek consensus agreement on this analysis. A ranking system applied to the individual items resulted in the

selection of the five most important items in each of the SWOT categories.

The next task to be undertaken by the Committee was to make certain assumptions about internal and external demographics which could influence the planning process. Again, the previous Plan assumptions were reviewed, modified, discarded, and new assumptions added. These are included in the document on page 9. Using these data as well as other considerations, ten strategic goals were identified to guide the College's major initiatives for the next five years. Eight of the existing goals were reworked; two new goals were added. The goal statements have been adopted by the President's Council, which is the internal governance unit for the institution, and the District Board of Trustees.

After establishing the ten goals, the larger Committee was broken into sub-groups to devise the activities (objectives) by which the goal statements could be achieved. Three Committee members were assigned to each of the ten goals with the direction that they include three or more additional representatives from the College community that were not members of the larger Committee. This provided a great deal more input than did the previous planning process. These activities, with assigned responsibilities and time lines for beginning and completing, were more specific and constituted the vehicles for goal attainment. The Vice President for Planning and Administration was given the responsibility for evaluating progress annually and for providing the leadership to convene the Strategic Planning Committee to review progress toward

goal achievement as well as updating the Plan as environmental conditions change. The projected date for completion of the Plan was May 31, 1993. Implementation of the Plan will begin July 1, 1993.

INTERNAL AND EXTERNAL ANALYSIS

STRENGTHS

The Strategic Planning Committee began its task of devising a new strategic plan by reviewing what the members felt to be the major assets of PJC from the 1987 document. The process employed was a dynamic group interaction, one which was open to each member. Anyone could make suggestions but had to justify them. By group consensus, twenty-five strengths were eventually identified. To determine the relative importance of the strengths identified, members of the Committee were asked to independently rank each strength. The results of the ranking procedure for the five most important ones are indicated on page 12.

The underlying assumption of this process was the Committee's perception that in the strategic plan strengths should be capitalized upon and objectives written to further expand and improve already valuable assets of the institution. Four of the strategic goals (I, III, IV, VIII) relate directly to the five most important strengths of the institution.

WEAKNESSES

It would be a distorted view of an institution's well-being if its members did not recognize the imperfections in the institution as well as the strengths. By a similar process, the Strategic Planning Committee developed a list of perceived weaknesses and ranked the most important five. All five of these weaknesses are

addressed by one or more of the strategic goals. In fact, of nineteen weaknesses identified, most are addressed through the ten strategic goals adopted in directing the institution toward the year 2000. It should be obvious that the planning process would need to address all recognized weaknesses. The list of weaknesses and the ranking of the five most important are found on page 14.

OPPORTUNITIES

Analysis of both strengths and weaknesses focused on the internal environment at PJC. A community college exists for the purpose of reacting and interacting also with its external environment. A review of the external environment was undertaken by the Strategic Planning Committee from the standpoint of opportunities existing in the service area which had not been addressed before or which needed to be addressed. Fifteen statements were generated describing areas of new effort to which the institution might direct itself in the coming years or describing efforts which were on-going but needed improving. Again, the five most important opportunities as perceived by the Committee were ranked. Virtually every opportunity identified has been addressed in the goal and objective statements. The list of opportunities and the ranking of the five most important are found on page 15.

THREATS (CONCERNS)

In any given situation, forces are present which impede progress toward goals or prevent agencies from accomplishing their missions to the fullest extent possible. The Committee identified fifteen of these deterrents to progress as a result of the review process. In most cases, the institution has no direct control over these forces but must be cognizant they are present or will be present in the future. For this reason, none of the goals address these factors. By initiating action in all other areas of the planning process, the institution hopes to minimize the effect of these negative forces by being aware and being able to devise strategies to combat sudden shifts in the external environment. These external threats are identified on page 16.

STRENGTHS

__1__ College Personnel - skills, attitudes, credentials, commitment

__4__ Student achievement

__5__ Positive image the College has with students, employees, and community

_____ Use of Financial Resources

__2__ Diversity and flexibility of services and programs

_____ Physical appearance of campuses

Educational facilities (buildings)

_____ Adequacy
_____ Quality

__3__ Accessibility - openness, multi-campus, centers

_____ Physical working conditions for faculty and staff

_____ Faculty and staff development

_____ Use of the computer in administrative applications

_____ Local Board of Trustees - commitment, relationships with community and College staff

_____ Public educational television - linkages with community and to public educational entities in the area

_____ Professional involvement of faculty, staff, and administrators at local, state, and national levels

_____ College working relationships with area public schools, other colleges and universities

_____ Commitment and support of equal access/equal opportunity for all citizens

_____ "Student centered" emphasis throughout the entire organizational structure of the College

_____ Communication about activities and events at the College

_____ Instructional support - library, audiovisual equipment, etc.

_____ PJC Foundation - accomplishments in supporting College programs and activities

_____ Quick and effective response to community needs

_____ Student Financial Aid Program

_____ Curriculum administration - planning, design, system for change

_____ Administrative organization design - supports institutional mission effectively with a minimum of personnel

_____ Placement and follow-up of students

WEAKNESSES

2	Internal Communication
	External Communication
	Relationship with Faculty Union
	Inadequate (number) administrative and support staffing
	Inadequate (number) faculty staffing
	Academic transfer to UWF
	Program to program articulation with UWF
	Lack of school spirit
	Evening program (few full-time faculty; support services)
	Purchasing process (cumbersome and time problems)
	Recruitment and retention of faculty in certain specialized areas
1	Inadequate salaries (Faculty, Staff, Admin.)
	Institutional research (organizational structure and staffing)
4	Retention of students
	Advising process for students
	Adequate and timely management information
	Institutional evaluation
3	Integration of technology in classes and labs
5	Lack of sufficient standardization of academic and student affairs, and other issues among campuses

OPPORTUNITIES

1	Training for business and industry
	Literacy training
	Military involvement
4	Influencing local, state, and federal agencies to address community college concerns
5	Financial support from the community (endowed chairs, scholarships, equipment, etc.)
	Continuing education
3	Linkages with K-12, upper level institutions
	International education programs
	Develop and market discrete areas of academic excellence
	Meet needs of special population groups: disabled, minority, single parent, economically disadvantaged
2	Development and delivery of non-traditional methods of instruction
	Cooperative education programs
	Use of media to support and enhance PJC
	Locate and solicit federal dollars which may be forthcoming with the advent of a new federal administration
	Develop a Total Quality Management program of continuous improvement

THREATS (CONCERNS)

5 Slower recovery of state and national economy than predicted

_____ Competition with local and other upper level institutions for student enrollments and dollars

1 Loss of local control and increase of financial pressures brought about by actions of agencies like:

a. PEPC
b. State Board of Community Colleges
c. Legislature (legislative agencies)
d. State Board of Education
e. Growth Management agencies
f. Local cost-containing efforts by local organizations

4 Continued lack of qualified faculty in certain areas (and the ability to hire at our salary levels if located)

_____ Overall competition for federal and state dollars

_____ Negative perceptions about administrative organizations by the general public

_____ Conservative move in state government

_____ Student increase in tuition beyond a point at which students can afford to enroll

_____ Attrition and retention of qualified faculty (including minority)

_____ Accountability, assessment, evaluation (costs and consequences)

3 Employee benefits (increasing cost)

_____ Escalating legal costs and liability

_____ Crime, safety, health, personal security

_____ Increasing costs associated with Americans for Disabilities Act

2 Increase in number of underprepared students with the attendant costs in assessment, support, and follow-through services

PLANNING ASSUMPTIONS

1. Population Demographics -

   By the year 2000:

   - The population of Escambia County will increase 7%.*
   - The population of Santa Rosa County will increase 21.4%.
   - The number of high school graduates will increase.
   - The percentage of the district population over 55 will increase 31.9%.
   - The minority portion of the Escambia County population will increase 7.5%.
   - The minority portion of the Santa Rosa County population will increase by 4.5%.
   - The disabled percentage of the district population will remain at current levels.
   - The military portion of the population will likely increase.

2. Unemployment in the two counties will range from 5.5% to 7.5% and will continue to be higher among minorities and youth.

3. Inflation will range between 3% and 5% annually.

4. Relative declines in the service area employment will occur in the following sectors:

   Farmers
   Appliance Repairs
   Telephone Repairers/Installers
   Textile Machine Operators
   Central Office Operators
   Chemical Equipment Operators

5. Relative increases in the service area employment will occur in the following sectors:

   Home Health Aides
   Nursing Aides and Orderlies
   Registered Nurses

LPN's
Cooks
Food Service and Lodging Managers

6. Public attention to the quality of education at all levels will continue. All educational institutions will face increased demands to demonstrate their effectiveness.

7. More high school students will demand early admission programs at community colleges. Colleges and universities will raise their admission standards, particularly in a number of restrictive programs.

8. There will be increased competition for students between PJC and UWF.

9. There will be increasing administrative and financial burdens on the College as a result of the activities of regulating agencies.

10. Federal financial aid will continue at current or lower levels.

11. State aid to education may not improve drastically; students will bear a greater part of their educational expenses.

12. Salary increases in the private sector and in other public sectors may make it difficult to hire quality employees.

* Population Program
Bureau of Economics and Business Research
College of Business Administration
University of Florida
Gainesville, Florida 32611-2017

THE PLAN

The five-year goals developed through this process are strategic and subject to annual reevaluation. The Plan does not attempt to spell out at this point every objective by which each goal will be achieved over the next five years. Instead, the Plan outlines critical major objectives that have been established in response to the important issues and problems discovered as a result of the internal and external assessments. The Plan should be viewed as a framework for decision making and development of the institution, not to restrict other activities from taking place which may be important in themselves in improving the institution.

Therefore, while the goals will remain relatively constant over the next five years, the strategies employed to accomplish them will change with circumstances and opportunities. The processes for updating and monitoring the Plan outlined in this document earlier assure that the District Strategic Plan will be dynamic and constantly refined.

The goals of the District Plan include overall strategic agendas of a three-campus, two-center system. The goals are:

1. To improve each student's academic development and achievement from point of initial contact through completion of each individual's educational goal(s).

2. To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a College-wide basis.

3. To improve educational programs in order to enhance educational excellence.

4. To improve community relationships by continuing to serve educational, cultural, and recreational needs of the citizens of the district.

5. To improve communication with internal constituencies.

6. To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address College issues. This includes improving planning data and institutional research to support the shared management initiative.

7. To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel, and facilities.

8. To improve salaries, fringe benefits, recruiting and selection, working conditions, professional development, and career mobility of the institution's human resources.

9. To improve student services and student support activities which assist in meeting the social, cultural, career development, and recreational needs of each individual student.

10. To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district.

This planning document begins by stating the new mission which underlies the institution's reason for existence. Following is a listing of the major assumptions behind the plan and the results of the external and internal assessments of the Strategic Planning Committee. The section following the assessments details the activities (objectives) associated with accomplishing each goal. The document concludes with a description of the process for implementing, monitoring, and updating the Strategic Plan.

GOAL 1 - **To improve each student's academic development and achievement from point of initial contact through completion of each individual student's educational goal(s).**

OBJECTIVES -

A. Recruitment

The Associate Vice President for Student Affairs will work with the Dean of Vocational Education, Director of College Advancement, Director of Recruitment, and other appropriate campus representatives to update the College's recruitment plan, to include specific strategies addressing the Afternoon College, non-traditional returning students, minority recruitment, and technology transfer/retraining; a revised plan will be submitted to CASA for review and action by February 1, 1994.

B. Academic Advising

By July 1, 1994, the College shall complete a comprehensive status report on the current academic advising program; the report shall include an evaluation by student and faculty participants, program recommendations, and suggestions for incentives to expand future participation.

C. Student Tracking System

By October 1, 1993, the Executive Vice President shall appoint a task force to develop recommendations regarding a computerized student tracking system which would assist with the College's efforts in recruitment, retention of at-risk students, academic and CLAST advising, institutional research, and state reporting.

By March 1, 1994, the committee will prepare a report for review and action by CASA; the report shall address the following items:

1. components of the tracking system;

2. development method (in-house programming, computer consortium project, or software purchase);

3. projected financial and human resource needs;

4. recommended schedule for piloting and implementation.

By November 1, 1994, the student tracking system shall be ready for piloting and/or implementation.

D. Academic Support Services

By November 1, 1993, the Executive Vice President shall appoint a committee chaired by the Department Head for Developmental Studies to develop a comprehensive plan for student academic support services.

By May 1, 1994, the committee will submit a plan including the following components to the Council of Academic and Student Affairs for review and action:

1. inventory of current services;

2. recommendations for adding, deleting, continuing such services;

3. reaffirmation, expansion, or deletion of previous recommendations prepared by other College groups;

4. early alert referral system for intervention with students exhibiting attendance or other course progress problems;

5. recommended schedule for piloting and implementing the plan.

A district-wide basic early alert referral system for college preparatory students shall be implemented by April 1994.

The district-wide early alert referral system for college preparatory students shall be expanded to include all students by January 1995.

GOAL 2 - **To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a college-wide basis.**

OBJECTIVES -

A. The College (through its appropriate representatives) will continue to participate in the community college systems plan for state funding and funding formulas. Emphasis will be placed on equity in funding adult general education programs, programs in technology and other high cost programs. Funding improvements shall be documented and reported.

B. The PJC Foundation, Inc. shall strive to raise undesignated, unrestricted funds to be made available to the College (i.e., President's Fund, Venture Fund, faculty mini-grants, etc.) in an amount not less than 2% of annual general revenues made available to the College from the state, fees, and local sources. (2% x $35,000,000 = $70,000)

C. Each fiscal year all academic and student services departments, where applicable, shall submit to the Executive Vice President a request to pursue grant(s) in their area of academic/student service. If approved, these departments shall pursue these grants with a goal of not less than 25% success in grants awarded.

D. The College shall annually seek to improve financial resources efficiency through its committee structure to include: College Forum, TQM committees, ad hoc committees, etc. Their recommendations shall be presented to the President's Council for final approval and appropriate implementation. Efficiencies shall be documented, quantified, and evaluated upon implementation.

GOAL 3 - **To improve educational programs in order to enhance educational excellence.**

OBJECTIVES -

A. Program Evaluation

By February 1, 1994, the Executive Vice President will appoint a committee including the District Dean of Vocational Education, Director of Institutional Research, and other appropriate individuals to develop a process for systematic internal evaluation of all transfer, vocational, and academic support programs at the College.

For purposes of this evaluation, college preparatory instruction, International Education, CLAST improvement, non-traditional instructional options, Honors Program, dual enrollment, and general education shall be considered programs.

By July 1, 1994, the committee will submit a report addressing the following items to CASA for review and action:

1. A program review schedule which ensures each program will be reviewed at least once every five years;

2. a program review model which specifies the content and format of program evaluation;

3. a list of annual indicators/standards to be used as an early alert for programs needing immediate evaluation;

4. a designation of the individuals responsible for the evaluation.

B. District Curriculum Project Reference Manual

By April 1, 1994, the District Curriculum Project Steering Committee shall compile a Curriculum Manual containing College curriculum policies and procedures, sample documents, and other appropriate reference materials for distribution to and use by all instructional areas of the College; the Office of Curriculum and Instruction shall be responsible for updating the manual.

C. Expansion of Continuing Education

(Subcommittee recommends continuation of objective from current strategic plan; objective may need to be relocated under another goal.)

The Provost for Community Programs and the Director of Continuing Education will be responsible on an on-going basis to expand continuing education offerings to groups in Escambia and Santa Rosa Counties not presently being served, and to diversify programs, activities, schedules, etc.; reports documenting progress will be forwarded on an annual basis to the Executive Vice President.

D. Articulation

An articulation steering committee, with the Registrar as chairman and the District Dean of Vocational Education as secretary, comprised of the Associate Vice President for Student Services, the Director of Testing and Dual Enrollment, the Student Services Directors and the Provosts, shall coordinate the College's various articulation efforts. Through use of subcommittees and additional other appropriate personnel, the group's responsibilities shall include the following:

1. assistance in the creation of formal and informal articulation agreements between the College, K-12, and upper division institutions, with special emphasis to be placed on 2 + 2, tech prep, and 2 + 2 + 2 agreements;

2. coordination of the annual articulation meeting with the University of West Florida;

3. coordination of the on-site UWF student orientation meetings;

4. development of the annual inter-institutional articulation agreements with the county school districts;

5. development and maintenance of an inventory of current formal and informal articulation agreements.

E. Instructional Technology

By November 1, 1993, the Executive Vice President shall appoint an Instructional Technology Team whose charge will be to formulate recommendations to strengthen the use of technology throughout the College's instructional program. The Team's initial recommendations shall address equipment (hardware and software), staffing, and user training and shall be due to the Council of Academic and Student Affairs for review and action no later than March 1, 1994. Staff and Program Development funds shall be set aside for consultants and training as appropriate.

GOAL 4 - **To improve community relationships by continuing to address the educational, cultural, and recreational needs of the citizens of the two-county area.**

OBJECTIVES -

A. Campus Provosts will continue to meet periodically with county school superintendents or appropriate staff to discuss educational needs of the county and other areas.

B. Starting July 1993, Campus Provosts will arrange for the College to host all public secondary school principals and other appropriate staff members in their respective counties in an annual meeting to share mutual concerns.

C. By July of 1994, each Provost shall have developed a plan designed to increase opportunities for the College to present seminars, workshops, and cultural and recreational activities in joint sponsorship with various community groups.

D. By July of 1994, the heads of the departments responsible for Post-Secondary Vocational or Post-Secondary Adult Vocational programs shall have developed plans to initiate or increase offerings in vocational supplemental courses in their program areas.

E. By July of 1994, the Provost for Community Programs and the District Dean of Vocational Education shall have developed a plan to make instructors' fees for vocational supplemental courses more competitive.

GOAL 5 - To improve communication with internal constituencies.

OBJECTIVES -

A. The President and/or the Executive Vice President will endeavor to meet with employees as often as is practicably possible. The suggested format would be departmental meetings, scheduled at the request of Department Heads. These information/discussion sessions would be for the exchange of information within the departments.

Goal would be as many sessions as possible per year.

Times and locations to be arranged at least one month ahead.

Specific concerns to be made in writing, in advance, so that appropriate College officials can respond to the President/Executive Vice President or accompany either.

Organized by: President's secretary and Department Head involved.

Time Line: Continuing action.

B. The President shall, from time to time, write a column for the Green & White on selected topics of interest to employees. Copies may be given to the Corsair, for student interest.

Organized by: Director of College Advancement

Goal is two to three columns per semester.

Time Line: On-going activity.

C. Administrators meeting. Change name to reflect debrief of Trustees meeting and sharing of general information.

Organized by: Executive Vice President's Office.

Time Line: On-going activity.

D. Quarterly faculty and administrators no-host luncheon with guest speakers from other colleges on topics of mutual concern and interest.

Professional development credit for attendance.

Organized by: Director of Staff Development.

Time Line: Continuing activity.

E. President and Executive Vice President will visit classrooms as their schedules permit and at the requests of Department Heads and instructors.

Goal: as requested.

Arrangements: Instructor request through the Department Head, at least three weeks in advance.

Time Line: On-going activity.

GOAL 6 - **To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address College issues. This includes improving planning data and institutional research to support the shared management initiative.**

OBJECTIVES -

A. Establish a quality improvement effort to improve College operations. This program, by its own nature, is to be an on-going activity with no date of closure.

B. Encourage all College employees to participate in improving management and service delivery throughout the College.

C. Encourage the collection of data, analysis, and policy/procedure recommendations, as appropriate, for increases in effectiveness, efficiency, and quality to best serve internal and external operations.

GOAL 7 - To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel and facilities.

OBJECTIVES -

A. Programs

1. Service Program Evaluation

A schedule of functional services listing College officers responsible, shall be issued by the Office of the Executive Vice President which will ensure that each designated service will be comprehensively evaluated at least once during each five-year period beginning with the 1993-94 academic year.

2. Instructional Program Plan

By the end of the 1994-95 academic year, based on state and college program evaluations and other information, the College will devise a five-year plan for instructional program establishment and disestablishment, which will be revised annually for each successive year.

B. Services

1. Process Analysis

The PJC Audit Committee or other group or committee designated by the President will begin in the Fall of 1993, to systematically review all forms and paper flow processes and will recommend plans for reducing cycle time and for the streamlining of these processes; to be completed in two to three years.

2. Blanket Purchase Orders

In 1993-95, the Associate Vice President for Finance, the Director of Purchasing and the Director of Maintenance shall develop recommendations for a system of blanket purchase orders for the improvement of efficiency in the overall maintenance process.

3. Computerized Requisitioning

By 1995, the PJC Purchasing Department will implement an on-line computer based purchasing requisition system which can be fully accessed from any College mainframe terminal.

4. Computerized Contracts

By 1995, the Purchasing/Human Resources/Comptroller/MIS Departments will devise a system for on-line generation of contracts and contract requisitions.

5. Inventory Control System

A proactive computerized amplification of the current inventory control system is to be developed and put on-line by 1996, by the Vice President for Finance; which will give financial area managers data for expanded budgeting, planning and loss prevention purposes.

6. The Employment Process

In academic year 1993-94, the Vice President for Planning, Administration & Human Resources shall review the current employment process in close detail; to include career service, professional, faculty and administrative employment practices and policies, for the purpose of improvement, standardization and for quicker response time.

7. Injury Reporting

An annual systematic evaluation of personal injury reports will be made beginning in 1993, by the Director of Human Resources in cooperation with the Director of Public Safety and the Associate Vice President for Finance, which determines:

a. The access to care;

b. The proper flow of information;

c. The frequency of accidents;

d. The severity of accidents; with recommendations for change in process and safety factors.

8. Internal Auditing

By 1995, the PJC District Board of Trustees should consider and implement a plan for the proper functioning of internal auditing.

9. College Information Archival System

By the end of 1994, the Director of Institutional Research and Effectiveness will have established a system for collecting, storing, assessing and retrieving essential College information relating to the MIS, research, institutional effectiveness, planning and accreditation functions of the College.

C. Personnel

1. Evaluative Plan

The Associate Vice President for Finance, the Vice President for Administration and Planning, and the Director of Human Resources (and others) shall develop an evaluative plan for rewarding the most effective workers of the College; the plan to be presented by the end of 1994 for review and discussion in 1995.

2. Career Service and Administrative Pay Grades

The Associate Vice President for Finance, the Career Service Council and the Director of Human Resources in 1993-94, should review current pay ranges for appropriateness and recommend changes where indicated.

3. Career Service Staffing Plan

The Director of Human Resources shall by the end of 1993, based on the current career service classification study, recommend to the President's Council a revised five-year career service staffing plan to include the following elements:

a. Consolidation of positions where appropriate.

b. Use of part-time employees where appropriate.

c. Racial and gender mix.

4. Standardize the Faculty Evaluation System

The Director of Staff Development, in conjunction with the Department Heads, Deans and Provosts, shall implement by the end of 1994, a standardized protocol for faculty evaluation assessment and documentation.

5. Standardized Administrative Evaluation

By the end of the 1993-94 academic year, the Vice President for Planning, Administration and Human Resources will propose a standardized system for administrative evaluation and its documentation, in order to improve administrative processes.

D. Facilities

1. Renovation, Remodeling and New Construction Plan

A five-year plan, revised annually thereafter, shall be established by the end of 1993, which specifies anticipated college-wide renovations, remodeling and new construction of physical facilities, by the Vice President for Administration and Planning.

2. Preventive Maintenance Plan

A computerized preventive maintenance plan for all major College facility mechanical systems will be established for implementation in 1995, by the Vice President for Administration and Planning.

3. Campus Master Plans

Before Fall 1995, each campus shall have a written master plan showing current and planned facilities development; Vice President for Administration and Planning.

GOAL 8 - To improve salaries, fringe benefits, recruiting and selection, working conditions, professional development, and career mobility of the institution's human resources.

OBJECTIVES -

A. The Office of Staff Development and Inservice Training will develop a written plan for the professional development, credentialing, and increased career mobility of College employees, including scheduled workshops, professional development activities, and upward and lateral career opportunities, beginning in the Fall of 1993.

B. Beginning the Fall Term of 1993-94, the Office of Staff Development and Inservice Training will develop a staffing plan to enhance faculty and staff mobility which will allow employees to serve in temporary capacities for special enrichment opportunities.

C. The Human Resources Management Office will identify and implement human resources' services which can be more efficiently provided to employees or performed by the computerized payroll/human resources system by Fall 1995.

D. The Human Resources Management Office will review and improve the job evaluation system to ensure classification and wage equity among career service positions at all PJC locations, beginning the 1993-94 academic year.

E. The Human Resources Management Office will develop an employment plan with related strategies to improve the employee recruiting and selection process, beginning the 1993-94 academic year. This plan should be coordinated with Goal 7, Objective B. (6).

F. Beginning with the 1993-94 academic year, the Office of the Assistant to the President for Minority Relations, EA/EO, Title IX, and Concerns, along with the assistance of a task force, will identify positions in all employee categories in which ethnic minorities and females are underrepresented and develop employment and career mobility strategies pursuant to the employment goals outlined in the 1992-93 Educational Equity Act Report, Section C, Accountability in Institutional Employment.

G. A task force of academic department heads, in conjunction with the Office of Staff Development and Inservice Training, will begin in the Fall of 1993 to review and improve the adjunct employment process, including appropriate orientation activities and inservice training/professional development opportunities.

H. The Office of Disabled Student Services in light of the new "Americans With Disabilities Act" will review and implement necessary changes to the PJC plan and related activities for the "Americans With Disabilities Act" and the corresponding Code of Federal Regulations, beginning Fall 1993.

I. A representative task force of administrators, professionals, faculty, and career service employees will develop plans and strategies to identify and improve employee working conditions, salaries, and fringe benefits, beginning Fall 1993.

J. Human Resources and MIS representatives will be responsible for the integration of the personnel data base fully into the College MIS data base by 1995.

GOAL 9 - **To improve student services and student support activities which assist in meeting the social, cultural, career development, and recreational needs of each individual student.**

OBJECTIVES -

A. The Director of Student Life and the Coordinator of Student Activities, working in concert with the Coordinator of Intramurals, the Student Services Directors and a representative from the Campus Activity Board on each campus, will plan and promote diversity and quality in cultural, educational, social and recreational activities and programs available to students.

By May 1, 1994, and each year thereafter this group will:

1. Identify and schedule the appropriate number of new and previously offered programs and activities in each area.

2. Obtain student input in the annual review and evaluation of these programs and activities to help assure a high quality, diversified schedule so that optimum student satisfaction and participation may be achieved for each program and activity.

B. By November 1, 1993, the Executive Vice President shall appoint a committee to study the College's career planning function.

By March 1, 1994, the committee will submit a report addressing the following items to CASA for review and action:

1. An inventory of all existing career planning efforts;

2. An overview of what other comparable community colleges are doing for career planning;

3. Recommendations for future action, including reaffirmation, expansion, or deletion of any career planning recommendations suggested by earlier groups.

GOAL 10 - To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district.

OBJECTIVES -

A. Appoint a district College "liaison" who will coordinate activities to enhance and assist in the delivery of services, relations, information, and opportunities specific to business and industry; to be completed by August 1993.

B. Develop a district-wide communication plan to enhance and improve information exchange with business and industry; beginning December 1993.

C. Establish and maintain a plan to determine external needs and internal resources to meet the needs of existing and new businesses relevant to program development; to be completed by January 1994.

D. Develop an educational plan for economic development from interaction with existing and potential constituents of the area's economic base using all organizational and financial resources available; to be completed by December 1994.

PROCESS FOR MONITORING AND UPDATING THE STRATEGIC DISTRICT PLAN

The Strategic Plan will be evaluated, reviewed and, where necessary, revised and refined on an annual basis.

The annual review will assess progress toward accomplishing the goals and objectives. Based on this assessment, strategies for the succeeding academic year will be clarified, expanded, and additional strategies for the remainder of the five-year period covered by the Plan will be added.

The Strategic Plan will become the basis for budget decisions for the following fiscal year. The Plan will establish priorities for resources. During the budget process, requests for additional resources will be cross-referenced to the goals and objectives they support. Budget allocations will then be made on this basis during the Spring semester of each year. Should revenues decrease, decisions on budget cuts will be directed to those areas which are not priorities of the Plan or, if necessary, to those of lowest priority within the Plan.

Evaluation and monitoring of the Plan will be the responsibility of the Vice President for Planning and Administration reporting to the Executive Vice President.

CONCLUSION

This effort at strategic planning in the format attempted has value in that it led to an agenda for action based on a common sense of mission and clear assessment of where the College is presently. Meaningful strategic planning cannot be simply an administrative responsibility. The focus of the College is instruction, and the focus of instruction is the faculty. The goal of ensuring academic excellence through the improvement of educational programs will be achieved primarily through the faculty. With their involvement and support, these plans can become realities.

Faculty, administrators, and staff will support strategic planning if they are convinced that planning genuinely matters and that the words of the plan will be followed by action. The budget process and the activities which occur to bring plans to fruition will be tests to encourage continued support.

A multi-campus operation with one strategic plan can work if individual campuses are given clear guidelines within which the campuses have some individual planning for their particular circumstances. The strategic plan is one of direction for the entire institution and must take into account technical and financial support to the campuses as well as constant communication with some flexibility to respond to what is being communicated.

It is apparent that Pensacola Junior College must increase emphasis on research and evaluation in order to provide a firm base

for decision making. Frequently, it was apparent that the planning effort could have benefitted from more solid information which would have been available from institutional research had it been functioning in past years.

There appears to be a broad consensus throughout the College district about what is required for Pensacola Junior College to strengthen its programs and services. Many of the criteria which have been identified as criteria for achieving excellence are the same criteria supported by the State legislature, specialized accrediting agencies, the Southern Association of Colleges and Schools, and the American Association of Community Colleges. Many of the objectives in the strategic plan relate to these criteria.

Finally, the Strategic Planning Committee learned just how difficult it was to get beyond the immediate concerns of today to the horizons of problems and possibilities that await in the 2000's. Therefore, this present plan is a continuation, not an end.

A LIST OF MAJOR INITIATIVES FROM THE LAST 5-YEAR STRATEGIC PLAN

Recruitment Plan
Minority Recruitment Plan
Retention Plan
Academic Advising Plan
Career Development Plan
Placement and Follow-up Plan
Scholarship Plan
Institutional Effectiveness Plan
Marketing Plan
Revision of General Education Component
Downtown Center
International Education Plan
Developmental Education Initiative
Prior Learning Assessment Initiative
Speakers Bureau
Communication: Minority Initiative
Communication: Administrators Meeting
Communication: Two Faculty Meetings a Year with Inservice Themes
PJC Forum
Institutional Research Initiative (later disbanded)
Evaluation Initiative - Faculty, Career Service, Administrators
Computer Plan
Early Retirement Plan
Career Mobility Plan "Choices"
Employee Selection Process
Certification and Recertification Plan
Inservice Training Plan and Staffing
Economic Development Plan
Telecommunications Plan
Future Fund Drive - Baroco Center
Legislative Delegation Liaison Initiative
Expansion of Continuing Education Offerings
Articulation Initiative
CLAST Enhancement Plan
Sabbatical Leave Plan

Efforts Which Were Suggested but Were Not Accomplished

College-wide Needs Assessment
Executive Management System
Faculty Resource Center
5-Year Curriculum Plan
Instructional Computing